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ABSTRACT

Performance-based teacher certification in Georgia is centered on: criterion-referenced tests, and on-the-job assessment procedures for student teachers and beginning teachers. A state-funded contract was awarded to develop teacher certification tests, resulting in a 250-item pool and 15 criterion-referenced tests for 32 teaching fields. Cutting scores were derived from information supplied by Georgia experts who reviewed test items for minimum content knowledge/competence. Five instruments were developed and tested: Teaching Plans and Materials, Classroom Procedures, Interpersonal Skills, Professional Standards, and Pupil Perceptions. Master teachers were trained as data collectors. Performance based certification will be implemented in 1980, through the establishment of a statewide network of regional assessment centers. Full implementation of the program will be phased in: administration of appropriate teaching-field criterion referenced tests; assessment of student-teaching performance by college supervisors and classroom supervising teachers; and conversion of nonrenewable teaching certificates to renewable certificates through satisfactory on-the-job performance as measured by the Teacher Performance Assessment Instruments: Beginning Teacher Form. (MH)

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PERFORMANCE-BASED CERTIFICATION
IN GEORGIA



Teaching Field Criterion-Referenced Tests Development

On-the-Job Assessment Development

Schedule for Implementation of Performance-Based Certification

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Division of Staff Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334

February, 1979

TM010 030

PERFORMANCE-BASED CERTIFICATION IN GEORGIA

Performance-based certification has been a continuing aspiration in Georgia since it was included in: Goals for Education in Georgia, 1970; the 16 performance missions of the Georgia Department of Education, 1972; the APEG report in 1973; and State Board of Education policy in 1975. The Board policy set July 1, 1978, as the target date for implementation of external criteria for initial certification provided they were developed to a point of being valid and reliable. The development has centered on two major activities: Teaching Field Criterion Referenced Tests; and On-the-Job Assessment Instruments and Procedures for Student Teachers and Beginning Teachers.

Teaching-Field Criterion Referenced Tests

As a result of a request for proposal, National Evaluation Systems, Inc. began a state funded contract in November, 1975 to develop the certification tests with Georgia ad hoc committees that were composed of public school and college teachers and were representative of each teaching field. The major steps in this development with emphasis on the role of the Georgia committees included the following:

A. Topic Selection and Review

The committees selected the 250 topics considered most significant to define the scope of the teaching field.

B. Objective Writing, Review and Revision

Each committee reviewed the objectives for topic/objective match, clarity and style, and behavior level. They were then rated as acceptable, unacceptable, or needing revision.

C. Job Analysis

Teachers were sampled throughout the state, representing all demographic backgrounds, to rate each objective as to its essentiality and the amount

of time spent in teaching it.

D. Objective Selection for Item Writing

The committees based this selection on results of the job analysis and "Emerging areas", if any, to provide adequate content coverage.

E. Item Writing, Review and Revision

The committees reviewed the items for item/content match, content accuracy, bias, and minimal competency.

F. Small-Scale Field Tryout

This was conducted for the purpose of assessing the clarity, readability, language level, relevancy, and content accuracy of each item.

G. Large-Scale Field Tryout

Four hundred items in each teaching field were field tested with over a thousand college seniors and first-year teachers. Item statistics included reliability (internal consistency), standard error of measurement, the percent who responded correctly, the percent who selected each of the other multiple choices, and point-biserial correlations between each item and the larger group of items to which it relates, i.e., objective, cluster, or total.

H. Content Validity/Minimum Cutoff Conference

Review panels of twenty members, ten from the public schools nominated by professional associations and state consultants and ten from colleges and universities nominated by deans and chairmen of education departments, were selected by the Teacher Education Council to review the 400 field tested items with respect to the following:

1. Content Validity

- a. Accuracy of Item Content
- b. Item/Objective Congruence
- c. Straight Forwardness of Item
- d. Item must have a Definitely Correct or Best Answer

2. Minimum Content Knowledge

Reviewers were asked to look at each test item and determine "whether a person with minimum competence in the objective should be able to answer the item correctly".

I. Item Selection

Based on the analysis of the field test and the content validity review, at least two hundred and fifty (250) items in each field were selected to be included in the item pool for the actual certification tests.

These procedures were followed to develop the following 15 tests for 32 teaching fields which were administered for the first time on November 18, 1978 and will be continually administered on a quarterly basis.

<u>Certification Test</u>	<u>Teaching Field</u>
Early Childhood	Grades K-4
Middle Childhood	Grades 4-8
Communicative Arts	English and Speech (Grades 7-12)
Social Studies	Geography, History, Psychology, Sociology, Political Science, Economics, Anthropology and Behavioral Science (Grades 7-12)
Mathematics	Grades 7-12
Science	Biology, Chemistry, Earth Science, Physics (Grades 7-12)
Business	Bookkeeping and Business Management, Business Administration, Business Data Processing and Accounting, and Comprehensive Business Education (Grades 7-12)
Home Economics	General and Vocational Home Economics (Grades 7-12)
Industrial Arts	Grades 7-12
Agriculture	General and Vocational Agriculture (Grades 7-12)
Art	Grades K-12

Certification Test

Teaching Field

Music

Grades K-12

Library Media

Career Library Media Specialist-5
(Grades K-12)

Health and Physical Education

Grades K-12

Special Education

Mental Retardation
(Grades K-12)

Two additional tests have been developed and will be administered quarterly beginning in May 1979.

Certification Test

Teaching Field

Special Education

Professional Knowledge for
Mental Retardation, Learning
Disabilities, Behavior Disorders,
and Special Education Interrelated
(Grades K-12)

Distributive Education

Grades 7-12

Additional tests are also under development for the Counselor, Trade and Industrial, and Administration and Supervision certification areas.

All of the tests are criterion-referenced tests, which assess an individual's competence with regard to a specific set of performance objectives. These performance objectives measure subject area content that practicing Georgia teachers most often use in teaching students in the classroom. All performance objectives were reviewed by Georgia teachers and panels of content experts for their relevance to the teaching field. Furthermore, test items that measure each performance objective were carefully reviewed by panels of Georgia Department of Education and Georgia teaching field content experts to ensure that they were accurate and reasonable.

An individual's performance on a test will be evaluated against an established level of competence. The pass/fail scores of these tests have been derived from information supplied by Georgia teaching field content experts who reviewed the test items for minimum content knowledge competence that practicing Georgia teachers must have in order to successfully teach in the classroom.

(See Appendix I for Questions and Answers on the Georgia Teacher Certification Testing Program.)

On-the-Job Assessment Development

The development of the On-the-Job Assessment component of Performance-Based Certification for student teachers and beginning teachers began with a statewide verification study in which over 4000 Georgia educators identified, from a list of 52 competencies, 20 as being essential and generic. Those 20 competencies were the basis for five instruments developed by the Student Teacher/Beginning Teacher Assessment Project: The Teaching Plans and Materials Instrument, the Classroom Procedures Instrument, the Interpersonal Skills Instrument, the Professional Standards Instrument and the Pupil Perceptions Instruments.

During the 1977-78 school year these five instruments were field tested across the state. As a part of this field test effort, over 1500 master teachers were trained as data collectors in 50-hour training programs with many others (college faculty, principals, supervisors, etc.) participating in similar but shorter orientation programs. The purposes of this field test was to have as many practicing, professional educators as possible become familiar with the instruments, the training procedures and the assessment process. As a part of this exposure, efforts were made to secure input from all those involved in training local system data collectors, those who were trained and used the instruments with either student teachers or beginning teachers, as well as those who were assessed. All of this input was utilized in revising not only the assessment instruments, but the training procedures and the data collection process as well. The results of these revisions resulted in a reduction in the total number of competencies from 20 to 18 for Beginning Teachers (17 for Student Teachers) and from 69 to 52 indicators. (See Appendix II for the revised list of Generic Teaching Competencies and their Indicators for Assessing Student

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Teachers and Beginning Teachers.)

The revised instruments are now available in either the Beginning Teacher form or the Student Teacher form. These revised instruments, the training procedures and the assessment process are being field tested during the 1978-79 school year. Accordingly, funds were made available to local school systems to provide 13-15 hours of updated training for those persons trained during 1977-78. This additional training is necessary because of the changes in the instruments and to meet new proficiency requirements. Funds were also made available to local school systems to train additional personnel in data collection in the use of the Teacher Assessment Instruments. All persons who complete either the 13-15 hours of additional training or who participate in the full training during 1978-79 and meet the proficiency requirements in the use of the Teacher Assessment Instruments will receive an endorsement to their certificate in Data Collection.

The field testing and additional training are essential steps toward full implementation of Performance-Based Certification in 1980. The field testing with feedback from those persons using the instruments plus additional validity and reliability studies conducted by the Student Teacher/Beginning Teacher Assessment Project will refine and further improve the instrumentation. The training of additional personnel in data collection will move closer to the necessary local support base, with a recommended minimum of two classroom teachers in every elementary school (one in K-4, one in 4-8) and three classroom teachers in every secondary school (one in humanities, one in math/science and one in vocational). This local support base is essential to provide trained personnel to assess student teachers and beginning teachers.

During the 1977-78 school year the Griffin Cooperative Education Service Agency (CESA) and the DeKalb County Performance-Based Certification/Supportive Supervision Project piloted the Regional Assessment Center concept. These pilot efforts were to develop models for assisting local school systems in the training of system personnel in the use of the five assessment instruments, the

coordination of the assessments of student and beginning teachers, and development of a staff development program to meet the needs of beginning teachers as identified by the assessment process.

For 1978-79 the Griffin CESA and the DeKalb County Centers plus two additional Regional Assessment Center Models located in the Northeast Georgia CESA and the Okefenokee CESA are operational. The purpose of these four efforts is to field test the revised instruments, training procedures and assessment process. In addition, these centers will be refining the management and coordinational systems by which teachers are assessed, data is reported, results are reported to teachers, and staff development is designed and utilized to meet identified needs.

The FY 80 budget request from the State Board of Education and the Governor includes a request for funds to establish a statewide network of Regional Assessment Centers to serve every school system in the state. This network of centers would relieve local school systems of the responsibility of having existing system personnel coordinate the assessment process. It is projected that each center would employ a full-time staff composed of coordinator, three full-time data collectors and the necessary clerical support. It is anticipated that approximately 18-20 such centers would be necessary to sufficiently provide services for the 187 school districts across the state.

Implementation

The 1975 State Board of Education Policy on Performance-Based Certification called for an implementation date of July 1, 1978. However, due to the necessity of field testing the revised on-the-job assessment instruments, as well as the need for training additional school system personnel, full implementation will be phased in over a three year period.

A. Phase One - Criterion-Referenced Test

Effective September 1, 1978 an initial Georgia Teaching Certificate will be issued to an applicant upon the completion of a bachelor's or master's degree from an approved teacher education program and upon attainment of a passing score on the appropriate Teaching Field Criterion-Referenced Test. The certificate issued will be a renewable professional certificate.

In addition, individuals seeking a six-year teaching certificate who are admitted to a six-year teacher preparation program after July 1, 1978 must also take and pass the appropriate criterion-referenced test to qualify for the certificate. Further, certified teachers in the field of Elementary Grades 1-8, English, Mathematics, broad-field Social Studies or broad-field Science who have not completed the conversion requirement for the Middle Grades (4-8) endorsement by September 1, 1978 must also take and pass the appropriate criterion-referenced test to qualify for the conversion certificate.

All tests are administered quarterly in four sites across the state. The current sites are Albany, Athens, Atlanta, and Statesboro. It is recommended that an individual seeking an initial certificate take the test early in their senior year of college. Those failing may retake the test any number of times.

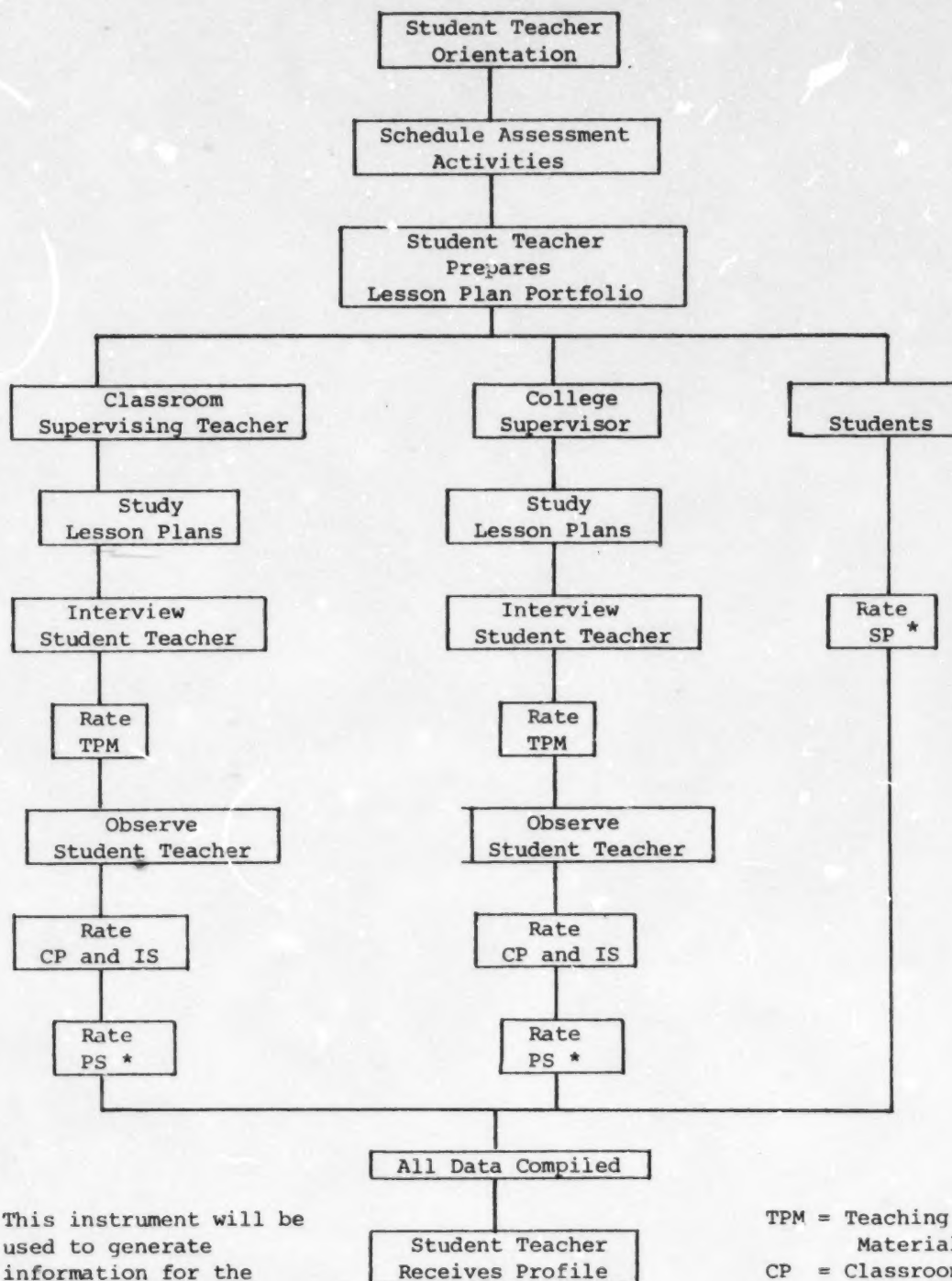
B. Phase Two - Assessment of Student Teaching Performance

Effective September 1, 1979 an initial Georgia Teaching Certificate will be issued to an applicant upon the attainment of a passing score on the appropriate criterion-referenced test and upon the completion of a bachelor's or master's degree from an approved teacher education program. A critical component of that approved program is demonstration of satisfactory performance during student teaching, as measured by the Teacher Performance Assessment Instruments: Student Teacher Form. The assessment must be conducted by the student teacher's college supervisor and classroom supervising teacher, both of whom must be trained to use the instruments and follow the assessment process. (See Figure 1) No person without full training on the use of the instruments should be involved

(Figure 1)

ASSESSMENT PROCEDURE

Student Teachers



* This instrument will be used to generate information for the teacher's profile. It will not be a requirement for certification.

TPM = Teaching Plans and Materials
 CP = Classroom Procedures
 IS = Interpersonal Skills
 PS = Professional Standards
 SP = Student Perceptions

in the assessment of a student teacher.

It is incumbent upon teacher education institutions and school systems accepting student teachers to assure that those persons supervising student teachers be trained in the use of the Teacher Performance Assessment Instruments.

While this policy does specify that at a minimum, one full assessment will be completed during the student teaching experience by the college supervisor and the supervising classroom teacher, it does not preclude multiple assessments from being conducted. Further, if for some reason there is a wide disparity in the ratings of the college supervisor and classroom supervising teacher, a third party agreeable to both should be brought in to complete another assessment. This third party must also be trained to use the Teacher Performance Assessment Instruments.

C. Phase Three - Nonrenewable Initial Certificates and Assessment of Beginning Teacher Performance

Effective September 1, 1980, the assessment of beginning teachers holding nonrenewable teaching certificates will begin. This nonrenewable certificate, valid for three years, may be issued to an applicant upon the completion of a bachelor's or master's degree from an approved teacher education program which includes demonstration of satisfactory performance during student teaching, and upon attainment of a qualifying score on multiple criteria consisting of a teaching field criterion-referenced test. This nonrenewable certificate may be converted to a renewable certificate upon satisfactory demonstration of on-the-job performance as measured by the Teacher Performance Assessment Instruments: Beginning Teacher Form. Assessment of satisfactory on-the-job performance and conversion of the nonrenewable certificate to a renewable one may occur at the completion of the first, second or third year.

The assessment process for beginning teachers involves multiple observations by multiple sources to generate a complete assessment of performance. Two assessments of each beginning teacher will be conducted each year. In both

the fall and the spring assessments, data from four to six sources will be compiled to form a comprehensive profile of the performance of the beginning teacher being assessed. These sources of data are as follows:

1. External Data Collector - This will be a full time data collector from the staff of a Regional Assessment Center or a part-time data collector who is a practicing teacher from another school system serving in this capacity. In either case the External Data Collector must be trained to proficiency in the use of the Teacher Performance Assessment Instruments and the assessment process.

The Data Collector is responsible for initiating and coordinating the assessment process, seeking that all parties are aware of their roles and responsibilities and having the proper materials. The Data Collector responds to three of the five instruments in the Teacher Performance Assessment Instrument set: the Teaching Plans and Materials; the Classroom Procedures and the Interpersonal Skills instruments. The Data Collector may also be responsible for administering the Student Perceptions instrument. (For an overview of the assessment process see Figure 2.)

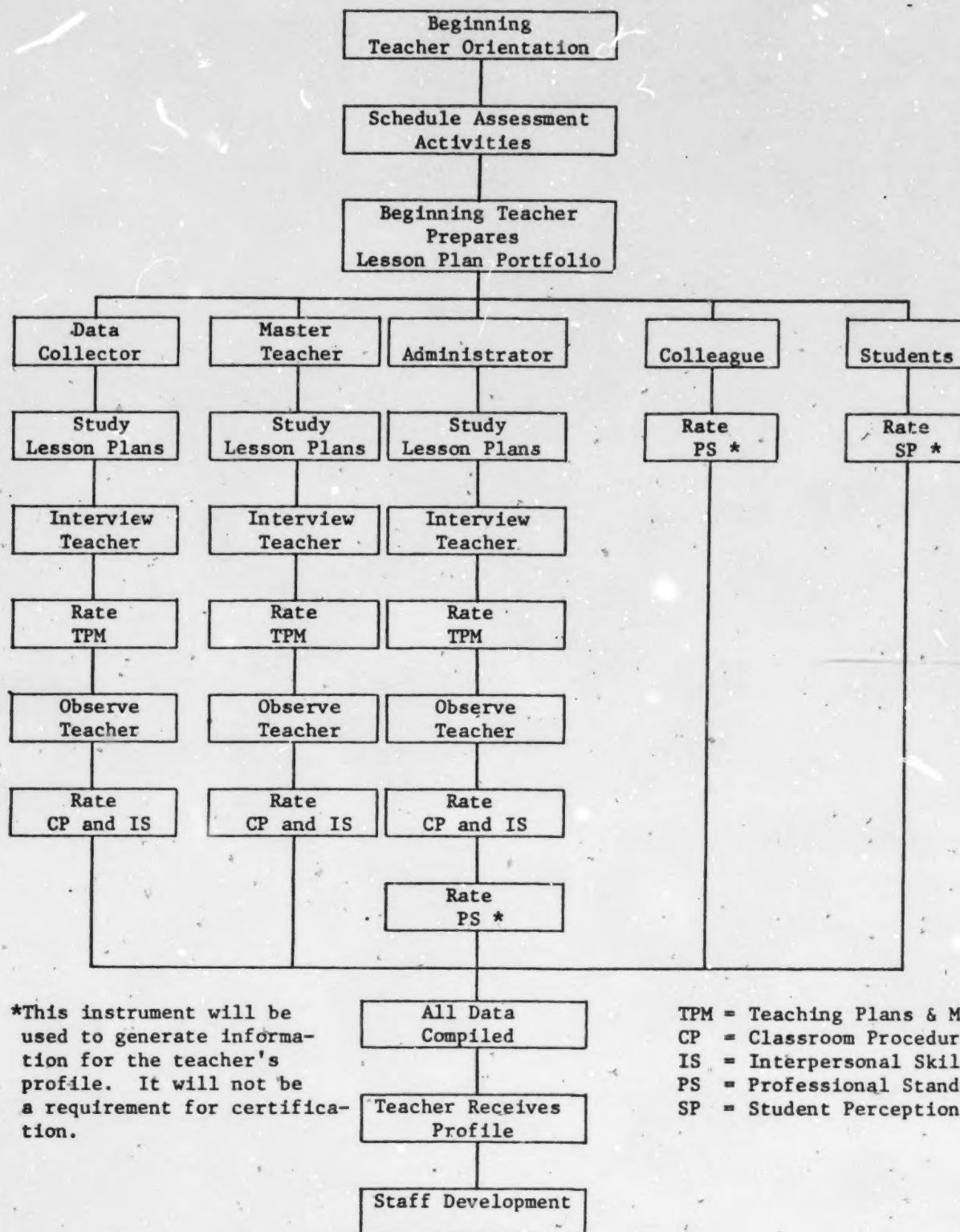
2. Administrator - This will be either the principal, assistant principal or department head who supervises the beginning teacher being assessed. Whichever of the three responds to the instruments, they must be trained to proficiency to use the Teacher Performance Assessment Instruments and to follow the assessment process.

The Administrator should serve as a facilitator in the assessment process, assisting the Data Collector in scheduling orientations with beginning teachers, receiving the lesson plans portfolios and other activities as needed. The Administrator responds to the Teaching Plans and Materials, the Classroom Procedures and the Interpersonal Skills instruments.

(Figure 2)

ASSESSMENT PROCEDURE

Beginning Teachers



*This instrument will be used to generate information for the teacher's profile. It will not be a requirement for certification.

TPM = Teaching Plans & Materials
 CP = Classroom Procedures
 IS = Interpersonal Skills
 PS = Professional Standards
 SP = Student Perceptions

3. Master Teacher - This is a professionally certified practicing classroom teacher who has been trained to utilize the Teacher Performance Assessment Instruments in the assessment of beginning teachers. This teacher could be a colleague of the beginning teacher being assessed, and should be certified in the same field. The Master Teacher is responsible for responding to the Teaching Plans and Materials, the Classroom Procedures and the Interpersonal Skills instruments. This person may also respond to the Professional Standards instrument if requested to do so by the beginning teacher or administrator. In addition, the Master Teacher could possibly administer the Student Perceptions instrument to the beginning teacher's students.
4. Students - All the students in one class taught by the beginning teacher will respond to the Student Perceptions instrument, which is administered by the Data Collector or the Master Teacher. The scores from all the students in this one class are condensed into a single mean score, which is the fourth source of data.
5. Colleague - A colleague chosen by the beginning teacher responds to the Professional Standards instrument. This may or may not be the Master Teacher identified above. Responding to this instrument only does not require training in using all the instruments contained in the Teacher Performance Assessment Instruments.
6. A sixth source of data may also be included to respond to the Professional Standards instrument. This may be an administrator named by the beginning teacher other than the one indicated above or another colleague named by the chief administrator in the school building other than the colleague identified above. If this is the only instrument to which this person is responding then full training to use all instruments in the assessment process is not necessary.

When all appropriate sources of data have responded to the instruments for which they are responsible, the data is compiled into a profile of scores by competencies and indicators. This profile is returned to the beginning teacher, giving a clear delineation of those competencies which the assessment showed evidence of satisfactory performance as well as those competencies which were indicated as being below minimal performance levels.

This profile, delineating the strengths and weaknesses of the beginning teacher in regard to the 18 competencies and the 52 indicators addressed by the assessment, will be an excellent basis for staff development activities which could assist the beginning teacher in meeting minimum performance requirements for converting to a renewable certificate. (State funds are available for providing such staff development. Please see the January 1979 Addendum to the Resource Guide for Staff Development which contains information regarding funding for Beginning Teacher Staff Development.)

With the fall assessment complete and follow-up staff development activities addressing identified needs where necessary, the spring assessment would follow the same process, involving the same sources of data. The data sources may be the same persons in both the fall and spring assessment if they have not had an active role in the beginning teacher's staff development. It is important to note that no person who has not completed full training and demonstrated proficiency in using the instrumentation in this assessment process and is responding to instruments other than the Professional Standards instrument, should be involved in assessing a beginning teacher. To do otherwise could affect the legal basis for the assessment process as well as have serious implications on the conversion of the nonrenewable certificate to a renewable certificate.

Criteria for Data Collection Trainees

Those selected for training should have been identified as master teachers who can demonstrate the essential competencies. The proposed qualifications for data collection trainees are:

1. A four year professional certificate. Additional consideration should be given to those with graduate work, particularly if it has included supervision or supervising teacher courses.
2. One year of verifiable successful teaching experience. Additional consideration should be given to those with more experience, particularly if it has included serving as a supervisor of student teaching.
3. Ability to demonstrate the teaching competencies on which they will collect data.
4. The demonstration of human relations skills necessary to interact effectively with others.
5. The recommendation of their immediate supervisors or colleagues.
6. Willingness to complete a training program (which can count for certification renewal) as initial preparation for data collection and a commitment to participate in subsequent checkups for the purpose of maintaining reliability.
7. Agreement to collect data on the student teachers they supervise, to serve as an external data collector of other student teachers, or as a colleague data source for beginning teachers.

Certification Endorsement for Persons Trained in Data Collection

Trainees who complete the approved data collection training program, who meet proficiency requirements in the use of the instrumentation and who can demonstrate adequate performance in the classroom on the competencies for which data is being collected, will receive a certification endorsement as a data collector.

Trainees who were trained in FY 78, who participate in the additional training required, who meet proficiency requirements in the use of the instrumentation and who have demonstrated adequate performance in the classroom on the competencies for which data is being collected, will also receive a certification endorsement as a data collector.

Questions and Answers

1 What will be the new requirements for obtaining an initial teaching certificate in Georgia?

Initial certification requirements include graduation from an approved teacher preparation program. In addition, the new certification program will require all candidates for initial certification to pass a test assessing their teaching field content knowledge.

2 When will the new program become effective?

As of September 1, 1978, all candidates who have not already completed the requirements for an initial T-4 or T-5 teaching certificate will be required to pass the criterion-referenced test in their teaching field.

3 What teaching fields do these tests cover?

Fifteen tests for 32 teaching fields will be administered in fall 1978. (The specific teaching fields covered by each test are included in the parentheses.)

- | | |
|--|---|
| Early Childhood
(Grades K-4) | } Applicants for the Elementary Grade 1-8 certificate must take either the K-4 or 4-8 test. |
| Middle Childhood
(Grades 4-8) | |
| Communicative Arts (English and Speech) | |
| Social Studies (Geography, History, Psychology, Sociology, Political Science, Economics, Anthropology, and Behavioral Science) | |
| Mathematics | |
| Science (Biology, Chemistry, Earth Science, Physics) | |
| Business (Bookkeeping and Business Management, Business Administration, Business Data Processing and Accounting, and Comprehensive Business Education) | |

Home Economics (General and Vocational)
Industrial Arts
Agriculture (General and Vocational)
Art
Music
Library Media
Health and Physical Education
Special Education (Mental Retardation)

Two additional tests will be developed by January 1979 and will be required for initial certification in Special Education (Professional Knowledge for the Fields of Mental Retardation, Learning Disabilities, Behavior Disorders, and Special Education Inter-related) and Distributive Education.

4 Who will be required to take the tests?

Three groups of candidates will be required to take the tests:

individuals seeking initial certification at the baccalaureate or master's level in the above fields who have not completed their certification requirements by September 1, 1978.

individuals entering a six-year teacher preparation program after July 1, 1978, in the fields listed above.

certified teachers in the fields of Elementary Grades 1-8, English, Mathematics, broad field Social Studies or broad field Science who have not completed the conversion requirements for the Middle Grades (4-8) endorsement by September 1, 1978.

The status of Georgia teachers currently certified in other teaching fields will not be affected.

5 When will the tests be given?

The tests will be administered four times per year—once in each academic quarter—beginning in fall 1979. The dates for the four administrations in the 1978-79 academic year are:

Saturday, November 18, 1978
Saturday, March 3, 1979
Saturday, May 19, 1979
Saturday, August 18, 1979

6 How does an individual register for the tests?

Registration brochures will be available July 15, 1978 from departments or schools of education in all Georgia colleges and universities. Brochures may also be obtained by sending a written request to:

National Evaluation Systems, Inc.
Georgia Teacher Certification
Testing Program
Post Office Box 226
Amherst, Massachusetts 01002

or

Teacher Certification Services
209 State Office Building
Atlanta, Georgia 30334

7 Where will the tests be administered?

The tests will be administered in four or five regional locations throughout the state of Georgia. Testing sites will be announced later this year and will be listed in the registration brochure. The sites will most likely be high schools or vocational schools.

Georgia Teacher Certification Testing Program

8 What is the fee for taking the tests?
Each individual who registers for one or more tests will be charged an examination fee for each test. The exact fee will be announced later this year and will be stated in the registration brochure. Fee—\$35.00

9 When should individuals take the tests?
It is recommended that the tests be taken during the senior year of college.

10 What type of test will be used?
Criterion-referenced tests which assess an individual's mastery of specific performance objectives will be used. A candidate's performance will be rated against an established level of competency. These performance objectives measure job-related skills, which were determined by the specifications of practicing Georgia teachers. The specific performance objectives to be measured on the tests are currently available from schools of education in Georgia colleges and universities.

11 How will candidates have to perform on the tests in order to pass?
Each candidate must demonstrate mastery of the content in his or her teaching field. A pass/fail score for content mastery will be established by a panel of experts in each teaching field whose judgments are based upon analyzing the knowledge mastery of teachers currently practicing in the field. This score will clearly define those candidates demonstrating minimum competency.

No candidate's score will be compared with another's. No set percentage of candidates will pass or fail. Theoretically, all applicants taking a test during any given year could pass.

12 How many times can a person retake a test?
If a candidate fails a test, he or she may retake the test any number of times, beginning with the next administration.

13 Will certification be available to those who have not taken the tests?
Applicants not eligible for the T-4 or T-5 but otherwise eligible for the provisional teaching certificate (B-4 or B-5) may be issued these certificates for the remainder of the school year in which the certificate is issued without the test. However, these provisional certificates may not be extended or renewed until the test and additional coursework which may be required is completed.

Applicants for the initial teaching certificate, from in-state or out-of-state institutions, who satisfy Georgia certification requirements for the T-4 or T-5 (except for the test) may be issued a provisional teaching certificate (B-4 or B-5) for the remainder of the school year in which the certificate is issued. These provisional certificates may not be extended or renewed, but may be converted to the T-4 or T-5 certificate immediately (effective to the date of testing) upon satisfactory completion of the test.

Note: Applicants for the emergency certificate (ET-4 or ET-5), since they have previously held professional certification in Georgia, will not be required to take the test.

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The State Board of Education has adopted a policy which establishes performance-based certification. The goal of this program is to separate teacher preparation from teacher certification. As a first step, in initial certification, the State Board of Education authorized the development of a criterion-referenced testing program to assess a candidate's knowledge of his/her teaching field. To date, 15 tests for 32 teaching fields have been developed, and the new certification program including these tests will soon be implemented.

The purpose of this brochure is to describe the new certification program and to provide information regarding the administrative activities of the first year of the testing program.

Charles McDaniel
State Superintendent of Schools

H. Titus Singletary, Jr.
Associate State Superintendent
of Schools

Appendix II

GENERIC TEACHING COMPETENCIES AND THEIR INDICATORS FOR ASSESSING STUDENT TEACHERS AND BEGINNING TEACHERS

1. PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES.
 - 1.01 Specifies or selects learner objectives for lessons.
 - 1.02 Specifies or selects teaching procedures for lessons.
 - 1.03 Specifies or selects content, materials, and media for lessons.
 - 1.04 Specifies or selects materials and plans for assessing learners.
 - 1.05 Plans instruction at a variety of cognitive levels.
2. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.
 - 2.01 Organizes instruction to take into account differences among learners in their capabilities.
 - 2.02 Organizes instruction to take into account differences among learners in their learning styles.
 - 2.03 Organizes instruction to take into account differences among learners in their rates of learning.
3. OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.
 - 3.01 Uses teacher-made or selected evaluation materials to obtain information about learner progress.
 - 3.02 Communicates with individual learners about their needs and progress.
- * 4. REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.
 - 4.01 Obtains information about learners from standardized test results and cumulative records.
 - 4.02 Identifies learners who require the assistance of specialists.
 - 4.03 Obtains information about and assistance with specific learner problems from co-workers and parents.
5. OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.
 - 5.01 Obtains test results and teacher observation data on the effectiveness of instruction.
 - 5.02 Uses evaluation results and observation data to make long term revisions in instruction when needed.

*(This competency and the indicators that relate to it are not included in the Student Teacher Instruments).

6. USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.
 - 6.01 Uses audiovisual and other instructional equipment.
 - 6.02 Uses instructional materials that provide appropriate practice on the objectives.
 - 6.03 Organizes learning activities in a logical sequence.
7. COMMUNICATES WITH LEARNERS BOTH ORALLY AND IN WRITING.
 - 7.01 Gives clear directions and explanations.
 - 7.02 Provides directions and explanations when learners misunderstand.
 - 7.03 Conveys the impression of knowing what to do and how to do it.
 - 7.04 Uses acceptable written and oral expression with learners.
8. REINFORCES AND ENCOURAGES THE EFFORTS OF LEARNERS.
 - 8.01 Uses responses and questions from learners in teaching.
 - 8.02 Provides learners with opportunities for participating.
9. DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.
 - 9.01 Demonstrates ability to conduct lessons using a variety of teaching methods.
 - 9.02 Uses teaching methods appropriate for objectives and learners.
 - 9.03 Demonstrates ability to work with individuals, small groups, and large groups.
10. USES PROCEDURES WHICH INVOLVE THE LEARNER IN THE INSTRUCTION.
 - 10.01 Uses procedures which initially get learners involved in lessons.
 - 10.02 Maintains learner involvement in lessons.
11. DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.
 - 11.01 Demonstrates knowledge in the subject area.
 - 11.02 Presents accurate information about the topic being taught.
 - 11.03 Provides learners with information on the purpose and importance of topics.
12. ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.
 - 12.01 Attends to routine tasks.
 - 12.02 Organizes materials for efficient use by learners.
 - 12.03 Provides a learning environment that is attractive and orderly.
13. ADJUSTS INSTRUCTION TO CHANGES IN CONDITIONS.
 - 13.01 Uses special or unexpected events to supplement lessons.
 - 13.02 Makes modifications in lessons as needed.

14. DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

- 14.01 Communicates personal enthusiasm.
- 14.02 Communicates with learners in a way that conveys interest in them and in the subject.

15. HELPS LEARNERS DEVELOP POSITIVE CONCEPTS OF THEMSELVES.

- 15.01 Demonstrates warmth and friendliness.
- 15.02 Demonstrates sensitivity to the needs and feelings of learners.
- 15.03 Demonstrates patience, empathy, and understanding.

16. MANAGES CLASSROOM INTERACTIONS.

- 16.01 Provides feedback to learners about their behaviors.
- 16.02 Promotes comfortable interpersonal relationships.
- 16.03 Manages disruptive behavior among learners.
- 16.04 Maintains appropriate classroom behavior.

17. MEETS PROFESSIONAL RESPONSIBILITIES.

- 17.01 Works cooperatively with colleagues, administrators, and community members.
- 17.02 Follows the policies and procedures of the school district.
- 17.03 Demonstrates ethical behavior.
- 17.04 Carries out instructional duties.
- 17.05 Carries out additional duties.

18. ENGAGES IN PROFESSIONAL SELF IMPROVEMENT.

- 18.01 Obtains and evaluates data on professional skills.
- 18.02 Obtains information to aid teaching.
- 18.03 Participates in professional growth activities.
- 18.04 Shares professional materials and ideas.